DOCUMENT RESUME

ED 264 231 SP 026 943

AUTHOR Van Schoiak, Glen
TITLE Staff Development: The Educator's Change Process. Final Report of the Regional Study Award Project.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE Nov 84
CONTRACT 400-83-0005
NOTE 43p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Change Strategies; *Educational Research; Elementary Secondary Education; Program Improvement; *Research Utilization; *Staff Development

ABSTRACT

A report is given of a major study on effective staff development and its role in school improvement efforts. A review of research literature identified key process variables that foster effective staff development activities within successful school or district change efforts. Questions guiding the review of research included: (1) What processes (factors) were described and discussed in research studies on staff development and school improvement? (2) How were such factors significant in contributing to the effective change strategy? How was significance determined? (3) What staff development processes correlate with successful change efforts? (4) What factors from the research on effective schooling correlate with factors identified in research on organizational development? (5) What factors (across research bases) are identified as supportive of effective and lasting change in schools and programs? and (6) What application assumptions can be derived from the research-based factors (variables) identified? Appendices include samples of forms used in program evaluation, significant professional development findings, and guidelines for effective needs assessment. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED264231

SP

STAFF DEVELOPMENT: THE EDUCATOR'S CHANGE PROCESS

Final Report of the Regional Study Award Project

Glen Van Schoiack
North Clackamas School District
Milwaukie, Oregon

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP 020 913

Ann Murphy, Coordinator
Training Center
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

November, 1984

The work upon which this publication is based was performed pursuant to Contract No. NIE 400-83-0005 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

STAFF DEVELOPMENT: THE EDUCATOR'S CHANGE PROCESS

Introduction

This document constitutes the initial report on a major study being conducted by the Northwest Regional Educational Laboratory on effective staff development and its role in school improvement efforts.

The review of research literature upon which this particular report is based was conducted for the purpose of identifying key process variables which foster effective staff development activities within successful school or district change efforts. Questions guiding the review of research included the following:

1) What processes (factors) were described and discussed in research studies on staff development and school improvement?
2) How were such factors significant in contributing to the effective change strategy? How was significance determined?
3) What staff development processes correlate with successful change efforts?
4) What factors from the research on effective schooling correlate with factors identified on research on organizational development?
5) What factors (across research bases) are identified as supportive of effective and lasting change in schools and programs?
6) What application assumptions can be derived from the research-based factors (variables) identified?

Since the 1960s, when change in education became one of many "bandwagons" and "standard operating procedure" for school people, educators have increasingly attempted change and self-renewal via installation or implementation of innovations. These efforts have been in direct response to the growing complexities of today's world where little commonality can be found among goals and purposes; where much disillusionment is felt by the public for their schools; and where high expectations are held by everyone for excellence and individual fulfillment. Today, schools are scrutinized as never before and educators face accelerating pressure from every direction to perform better; that is, to teach the basics better and improve learner outcomes. In addition, school people are expected, in the face of dwindling resources, to expand and enrich the curriculum to provide for individual student needs and interests including physical, personal and social requirements. It is therefore not surprising that the majority of educators feel they must develop viable strategies for school improvement and continuous self-renewal.

However, at the same time educators have been increasing their endeavors to initiate change and implement innovations to solve many of their problems, they have also reacted strongly and negatively against those changes felt to be imposed, perceived as worthless, or introduced in an ad hoc manner. Indeed, the bulk of the innovations put into place during the 60s no longer exist.

All these efforts and activities--simultaneously initiating and resisting change--often resulted in liberating, yet confusing, school climates where no sound conceptual basis existed for the changes being made. Lack of systematic attention given to the identification of a reliable process

1040s

by which schools could become self-renewing resulted in most change efforts being abandoned. Teachers were reinforced in their attitudes that any change attempt was only temporary at best, and therefore, not worthy of personal and professional commitment.

Such contradictions surrounding acceptance or rejection of change and innovation by educators are currently being examined as part of our inquiry into those factors which lead to effective staff development and, ultimately, successful and lasting change. (For the purpose of this discussion, staff development includes all activities which necessitate a change in the behavior of school people.)

Planned Change Through Staff and Organization Development

Research has shown that, in spite of the problems besetting schools, including dwindling resources and decreasing public confidence, educators remain determined and optimistic regarding improvement of their schools and of those who work in them. The goal of many school administrators today is to develop a systematic and comprehensive plan or process for self-renewal and improvement via the staff development or organization development mode. An overarching goal of staff and organization development, then, is to communicate to teachers the expectation that they will not only teach to the best of their current abilities, but also, will seek and apply constructive change for the purpose of personal self-renewal and professional growth and improvement.

Any discussion of school improvement must include the exigent factors of staff and organization development, as school improvement combines both these complementary and human processes. Both elements are dynamic, complex and critically interwoven to the process of deriving maximum

growth and lasting change. Staff development has been defined as "a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate having as its ultimate aim, better learning for students and continuous, responsible self-renewal for educators and schools" (ASCD 1981). Organization development has been defined as "the process undertaken by an organization, or part of an organization, to define and meet changing self-improvement objectives while making it possible for the individuals in the organization to meet their personal and professional objectives" (ASCD 1981). Clearly, staff and organization development factors exist as dependent correlates; the potential for significant and lasting change is greatly reduced if either factor is isolated from the other.

Research empirically demonstrates that the key to effective learning by students is the teacher. Research also strongly suggests that the key to achieving maximum effectiveness of teachers is through the provision of a positive, supportive and challenging school environment. For each teacher to achieve maximum potential then, the educational setting must play a pivotal and significant role in enhancing the motivation and ability of each individual, teacher, group of teachers or subsystems of the organization, to seek out and attempt self-renewal and improvement. Staff and organization development, when carried out as a planned and systematic process, provides the mechanism whereby the desired school improvement goals can be attained.

Purpose of the Study

The purpose of this study is to determine those staff development process

variables that effect and allow for successful and lasting change. Process variables include those characteristics that 1) have been predetermined prior to implementation of change; 2) are a planned part of the change process; and 3) are implemented as key factors in the change strategy. Without these characteristics or process variables, the potential for success of the innovation becomes severely limited.

Our inquiry into staff development process variables or what constitutes effective and lasting change is premised on the assumption that effective schools research and its practical application holds great promise as an invaluable resource to this study. Therefore, a synthesis of current literature and research findings, focused on the juxtaposition of effective schools research with educational staff and organization development research, is being undertaken to discover and isolate the significant process variables that can be shown to effect positive and lasting change as well as allow for institutionalization of change and innovation.

The synthesis will seek to confirm those process variables which positively and significantly correlate with effective staff development as well as determine any additional factors which have potential for increasing the likelihood of success and, therefore, should also be considered in the change process.

Research topics to be studied in addition to those directly related to effective schooling, staff and organization development include: characteristics of change and innovation; human motivation; staff and organization development in noneducational settings; human and adult learning.

1040s

Results of the study will be synthesized to develop a collection of related process variables which, when applied to staff and organization development efforts, will accomplish the following:

1) Enable change and innovation to be more efficiently and effectively implemented
2) Increase the probability that change and innovation will continue and become institutionalized
3) Increase the effectiveness of staff development efforts in the future

(See Appendix C for a brief description of precursory research findings related to process variables.)

Study Methodology

A preliminary review of the research reveals that three primary themes or topical areas for organizing the data merit further study and attention. These themes reflect various levels or degrees of staff development process involvement and include: 1) participation; 2) collaboration, and 3) individualization. Though an obvious overlap exists among the three, it is felt that each can be uniquely defined and each can serve as a major category around which research findings can be organized or clustered.

(For a brief discussion of these preliminary process variables, see Appendix C.)

Research topics to be explored in that part of the study focusing specifically on staff development as it relates to the change process include:

1) Target Audience

The ideal staff development process is targeted to all persons working within the educational organization, including members of the board, superintendent, administrators, teachers and classified personnel. However, most current staff development efforts are targeted to the individual teacher, with the goal of improved student performance. Questions to be answered by the research in this domain include the extent to which student learning is, in fact, improved given sporadic and individual efforts as opposed to the benefits derived from a more systematic process of staff development that includes all levels of the educational organization.

2) Needs Assessment

Before new knowledge and skills can be effectively delivered via the staff development process, a comprehensive needs assessment of the situation must be initiated. Needs assessments generally take three forms (ASCD 1981):

- Persons in supervisory positions determine needs from their assessment of the quality of work being performed by those reporting to them (a process more commonly applied to classified personnel).
- Individuals are asked to state their own perceived needs or to respond to a checklist or similar instrument (a process more commonly applied to professional personnel).

- Groups and individuals such as teams, departments or schools, respond to various internal or external pressures by planning collaboratively to bring about specific change (a process supported by change research that builds on the idea that individuals are more committed to carrying out plans which they feel reflect a genuine need and which they have helped to develop.)

All three forms of needs assessment for staff development efforts can be found in school districts around the country. Advantages and disadvantages of each process will be determined through analysis of the research data. In addition, recommendations regarding the most viable needs assessment strategies--given specific conditions and settings--will be included as an integral part of the synthesis. (See also Appendices E, F, G, and H for some preliminary awareness materials on needs assessment.)

3) Assessment and Evaluation

Results of a number of staff development activities are currently measured by the opinions of the participants, by having those persons indicate their feelings as to the value and personal enjoyment derived. Such evaluation is limited, though, often by the lack of clear and explicit statements of learning outcomes which can be measured. Consequently, those with staff development responsibilities often select

outcomes that may be relatively unimportant to the overall evaluation of the activity, but which can be easily measured. The research, however, is beginning to produce data which indicate that many educators are now attempting to be clearer about anticipated or expected outcomes and to develop more sophisticated and meaningful measurements. The synthesis will explore these data and offer suggestions for improving statements of learning outcomes as well as for improving assessment and evaluation techniques.

To be included in that part of the study focusing specifically on organization development as it relates to the change process are the following:

1) Analysis of what works in industry

Some recent research findings indicate that, although organization development techniques have been successfully used in industrial settings for more than two decades, educators are only beginning to realize the value and potential of these efforts when applied to the school environment. A major finding of industrial organization development research suggests that lasting and meaningful change cannot occur unless some type of group process provides for problem solving and decision making capabilities; human and financial support for those involved in

change; motivation techniques; and methods for encouraging and enabling the exchange of ideas, problems and concerns. Two basic assumptions are made by practitioners regarding organization development (ASCD 1981): a) maximum productivity and personal satisfaction are dependent on change in both the individual and the organization; and b) there are processes which can be adopted/adapted or incorporated which will provide for positive growth in both. These assumptions, as well as what else is known about staff development in business and industry and its relationship to educational organizations, will be explored and discussed in the synthesis along with workable strategies for adapting specific processes and techniques.

2) Discussion of organization development theory

As yet, no comprehensive, empirically validated research base exists which can prove organization development theory is an acceptable process for school improvement. Indeed, there is no universally accepted theory of organization development, as researchers disagree about the value of organization development change efforts for schools. However, researchers do agree that organization development, when seen as a long-range process to improve a school's ability

to communicate, problem solve, collaborate or deal with conflict, is, in fact, a legitimate and worthwhile undertaking. These and other views will be presented and discussed in this part of the synthesis.

3) Purpose and goals of organization development

The various purposes of organization development as they currently exist in schools will be described as well as what its goals should be. Illustrative examples of organization development goals and conditions will also be enumerated in this section.

Preliminary Materials Collected/Developed to Date

To help school people begin to look at the role of staff development in school improvement practices and policies, some preliminary awareness materials have been collected and/or developed. These sample materials are representative of those evolving from the study and are designed to be used with educators in the region as they explore the role of staff development in their schools. The materials are appended to this paper and include:

Appendix A: Evaluating the Staff Development In-Service Plan--NWREL

Designed as a checklist, this instrument helps educators assess the quality and comprehensiveness of current staff development or in-service efforts. Responses to 21 statements will give teachers and administrators data regarding positive and negative

aspects of their present and ongoing staff development activities as well as indicate areas that require attention and improvement.

Appendix B: Grid of Evaluation Concerns--Baden, Donald J.

This resource, presented in grid form, assists educators in knowing when and how to evaluate specific concerns related to staff development or in-service activities. Evaluation concerns include: a) content of in-service activity; b) presenter of in-service activity; c) participant learning (immediate); d) participant learning (long-term); and e) student learning.

Appendix C: Effective Professional Development Findings--NWREL

Ten significant findings can be defined as process variables. Each is consistently mentioned in the literature as a "way of doing business" and can enhance or impede the success of a program depending on the extent to which it has been involved in the process. Process is a key to success and can be considered more powerful than content. This one-page summary briefly lists and describes the ten process variables, and gives a short bibliography.

Appendix D: Professional Development Check-Up--NWREL

This resource helps educators rate their personal experiences with staff development activities against what the research says are important considerations.

Users are given space to list ways to include research findings in their planning in four areas: a) objectives; b) participation; c) collaboration; and d) individualization.

Appendix E: Guide--Factors for Effective Needs Assessing--NWREL

Listed in this one-page summary are factors, extrapolated from the research, that have been shown to have a significant impact on the success of needs assessment strategies.

Appendix F: Professional Development/In-Service--NWREL

Various types of needs assessment strategies are analyzed in this one-page summary from both pro and con perspectives.

Appendix G: Planning and Conducting a Needs Asssessment--Davis, Sharon

This three-page handout offers, in abbreviated form: 1) steps in the needs assessment process; 2) an agenda for a needs assessment meeting; 3) a checklist of activities for steps in the needs assessment process; and 4) a priority rating form.

Appendix H: Building Level Effectiveness Questionnaire--NWREL

This questionnaire is designed as a needs assessment tool to help determine the extent to which certain educational practices are used in a school system. Responses to 57 statements will yield valuable data

regarding those areas in need of attention and improvement.

Appendix I: Effective Professional Development--NWREL

As individual teachers and administrators begin to consider the role of staff development in their schools, this one-page resource assists in helping school people categorize important issues.

Appendix J: Preliminary Bibliography

The bibliography developed to date indicates some of the major references currently under study. It is anticipated that the number of bibliographic entries will increase over the duration of the project.

APPENDICES

Appendix A

EVALUATING THE STAFF DEVELOPMENT/IN-SERVICE PLAN

		Yes	No	Need To Check
1.	Teachers participate in decisions.	____	____	____
2.	Training is concrete.	____	____	____
3.	Training is teacher-specific.	____	____	____
4.	Training is extended over a period of time.	____	____	____
5.	Teachers observe each other in applying learnings.	____	____	____
6.	Regular meetings occur frequently that focus on practical problems.	____	____	____
7.	Materials, to some degree, are locally developed.	____	____	____
8.	Principals are involved in training.	____	____	____
9.	Teachers participate in decision-making.	____	____	____
10.	A norm of experimentation has been established as the design is being implemented.	____	____	____
11.	Teachers perceive that the staff development program is geared to enhancing school success.	____	____	____
12.	The staff development program is compatible with the realities of work at the building level.	____	____	____

		Yes	No	Need To Check
13.	The purpose of the program is clear and understood by all.	____	____	____
14.	The roles of the administrators and teachers are clear to all.	____	____	____
15.	Teachers have been presented with a description of an actual sequence of implementation.	____	____	____
16.	Expectations were made explicit at the outset at which point others' views were mutually valued, sought, credited, and tested.	____	____	____
17.	Ample time is allotted each week for planning and development.	____	____	____
18.	Decisions being made that focus on development or modification of curriculum units emerge from teachers' analyses.	____	____	____
19.	Criteria for classroom observation are being developed out of shared discussions of theory and practice in advance of formal implementation.	____	____	____
20.	Teachers and principals have indicated sustained commitment over time with provision for progressive mastery of new ideas and new practice.	____	____	____
21.	Attention is given to institutionalizing the new program/project.	____	____	____

1003s

Appendix B

Grid of Evaluation Concerns

Evaluation Concern	Purpose	Administered To Whom	When Administered	Results Sought	When Administered	Type of Instrument
Content of inservice activity	Ascertain if content presented met desired objectives	Participants by planners	Conclusion of inservice activity	Participant assessment of content effectiveness	On site of activity	Likert-type check list
Presenter of inservice	Ascertain the effect of the presenter on the attainment of objectives	Participants by planners	Conclusions of inservice activity	Participant assessment of presenter	On site of activity	Check list
Participant Learning: Immediate	Determine whether participants achieved objectives	Participants by presenter	Conclusion of inservice activity	Participant behavior change	On site of activity	Varied based on objectives
Participant Learning: Long-term	Determine whether behavior change remains after period of time	Participants by self, peers or students	Minimum of two months after activity	Participant behavior change	In participant classroom	Varied based on objectives
Student Learning	Determine whether students of participants change behavior as result of teacher	Participants by self, peers or students	Before & after teacher behavior change introduced into classroom	Student behavior change	In participant classroom	1. Classroom environment 2. Check list 3. Objective referenced

Source: Donald J. Baden. "A Users Guide to the Evaluation of Inservice Education." Inservice. National Council of States on Inservice Education, Syracuse University. June 1980, p. 7. Reproduced with permission.

BEST COPY AVAILABLE

Appendix C

EFFECTIVE PROFESSIONAL DEVELOPMENT FINDINGS

Ten significant findings can be defined as process variables. Each is consistently mentioned in the research as a "way of doing business" and can enhance the success of the program and its participants. Process is a key to success and can be considered more powerful than content. The research findings have been organized under the major headings of participation, collaboration and individualization:

A. Participation

1. Programs are derived from job-related or job-embedded needs or goals.

2. Programs are school based and involve all or a majority of the faculty and administration.

3. Teachers and principals initiate, develop, schedule, conduct and evaluate the program.

4. Principals and district administrators are involved (participate) and ensure that resources are available and allocated for the programs.

B. Collaboration

5. Active learning techniques are used--demonstration, observation, guided practice and specific feedback.

6. Techniques of inquiry and analysis are used to define and refine skills, knowledge and attitudes of groups and individuals using effective teaching research as a guide.

7. A variety of study strategies are available (self-group-college courses) on a continuous basis with specific follow-up on use and transfer to the job.

C. Individualization

8. Programs include concrete, hands-on activities with relevant materials directed at specific individual needs or goals in the classroom.

9. Programs offer opportunities for individual development of skill, knowledge and attitudinal change with ongoing support.

10. Self-growth and responsibility are emphasized with incentives and rewards that are perceived as worthwhile, attainable and professionally enhancing.

1003s

Appendix D

PROFESSIONAL DEVELOPMENT CHECK-UP

A quick measure of your experience against the research!

Research Item:	My Experience Response (Circle one per item)		
1. Programs are derived from job-related or job-embedded needs or goals.	GOOD	FAIR	POOR
2. Programs are school-based and involve all or a majority of the faculty and administration.	GOOD	FAIR	POOR
3. Teachers and principals initiate, develop, schedule, conduct and evaluate the program.	GOOD	FAIR	POOR
4. Principals and district administrators are involved (participate) and ensure that resources are available and allocated for the programs.	GOOD	FAIR	POOR
5. Active learning techniques are used--demonstration, observation, guided practice and specific feedback.	GOOD	FAIR	POOR
6. Techniques of inquiry and analysis are used to define and refine skills, knowledge and attitudes of groups and individuals.	GOOD	FAIR	POOR
7. A variety of study strategies are available (self-group-college courses) on a continuous basis with specific follow-up on use and transfer to the job (formative supervision).	GOOD	FAIR	POOR
8. Programs include concrete, hands-on activities with relevant materials directed at specific individual needs or goals in the classroom.	GOOD	FAIR	POOR
9. Programs offer opportunities for individual development of skill, knowledge and attitudinal change with ongoing support.	GOOD	FAIR	POOR
10. Self-growth and responsibility are emphasized with incentives and rewards that are perceived as worth-while, attainable and professionally enhancing.	GOOD	FAIR	POOR

Appendix E

GUIDE: FACTORS FOR EFFECTIVE NEEDS ASSESSING

1. Use multiple methods.
   a) Existing data analysis
   b) Interviews
   c) Observations
   d) Questionnaires and surveys
   e) Group discussion
   f) Evaluation conferences

2. Attention is given to process and content.
   a) For input, participation, adult learning styles
   b) What is to be learned is clear and understood
   c) Expectations for involvement in decision making is clear and understood

3. Timing is considered.
   a) When to assess is considered/scheduled
   b) Time for thinking and responding
   c) Data gathering is specific and structured

4. Feedback to <u>all</u> is provided
   a) How the data are to be used
   b) When the data are to be used
   c) Results are given to all

5. Evaluate the needs assessing process
   a) Judgments are collected from all
   b) Results are reported and used to improve

1005s

CRITICAL FACTORS

A. Extent of involvement by faculty in process and decision making

B. Quality of the needs gathering methods

C. Feedback is timely and carried by those involved to the respondents

Reference: Paraphased from Swensen, T., Journal of Research and Development in Education. v15n1, November, 1981.

INVOLVEMENT=GROUP PROCESS

Consider:

---Some skills training for the group in negotiating and mediation

---Size of the group: 3-9 best working numbers

---Use a group facilitator and observer (sometimes)

---Agree on decision making system before serious content debates

---Agree that group decisions will be

a) Actively supported

b) Selectively supported

c) Neutrally supported

d) Declared to all

e) Without negative support

---Communicating with the total faculty in planned steps

Appendix F

PROFESSIONAL DEVELOPMENT/INSERVICE

Needs Assessment Strategies

TYPE	PROS	CONS
Interviews	Verification Clarification Individual comfort	Skills needed Time-consuming Individual administration small sample
Questionnaire	Brief Specific Time-efficient Individual or group administration	Time for tabulating Misinterpreted Semantics "Real" need not revealed
Check List	See above	See above
Records Review (Content Analysis)	Specificity Categorization	Legally accessible Quality of data Time-consuming
Observation	Personal Responsive	Training needed Time-consuming Small sample
Brainstorming	Structured Time-efficient Topic-specific	No thinking Individual dominates Some don't participate Facilitation skills needed
Buzzing	Small group Topic-specific Prioritizing Individuals supported	Facilitation skills

0984s

Nominal Technique	Thinking Exploring Clarifying Aggregating needs Prioritizing	Facilitation skills needed
DELPHI Technique (Opinion Gathering)	Groups not assembled Anonymity Time to think and judge Inexpensive	Time lag Continuing commitment Clarifying void
Testing	Performance response Discrepancy identification Specific planning by individual Measure overtime	Validity Reliability Limited to test content
Hearings	Outside input Control analysis and rankings	Knowledge versus emotions Preconceived commitment to change
Task Force or Committee	Constituents represented Problem-solving Priority emphasis Time-efficient	Left-outs complain
Slip Writing	Self-analysis/need Time-efficient Priorities of group emphasized	Some needs left out
Card Sort	Self-analysis Priority by individual need Priority for known needs	Forced choice
Study Students (Teacher Solicited)	Peer assistance Focused analysis	Translation required
Survey Sampling	Large district for major area focus	Selecting representative respondents Special knowledge and training Generalization of data

0984s

PLANNING AND CONDUCTING A NEEDS ASSESSMENT

Sharon Davis

Needs assessment should be designed to be an integral component of the cycle of planning, implementing, and evaluating inservice education programs. When it is planned and conducted in this manner, it becomes an ongoing function of the program.

Steps in the Needs Assessment Process

A successful needs assessment requires the completion of seven major steps:

1. State concerns.
2. Identify people and roles.
3. Plan the needs assessment data collection.
4. Implement the needs assessment data collection.
5. Disseminate results and set priorities.
6. Design the inservice program.
7. Continue to assess needs.

FROM: NEEDS ASSESSMENT FOR INSERVICE EDUCATION: BUILDING LOCAL PROGRAMS
Training Needs Assessment Task Force/National Inservice Network
8/80 Bloomington, Indiana (ERIC Clearinghouse on Handicapped & Gifted Child)

NEEDS ASSESSMENT MEETING
(first in a series of workshops)

I. Introduction

A. Explain "problem solving" format for workshops

1. To identify teachers' immediate needs
2. To discuss common concerns/issues
3. To identify/share "practical" solutions
4. Other?

B. Identify purpose for meeting: planning

1. List goals of planning meeting

a. To identify <u>specific</u> topics to be covered during next several meetings
b. To identify procedures for covering the topic(s) -- who, what, how, where

II. Identification of Topics

A. Participants brainstorm all possibilities based on immediate needs

1. No judgments
2. No discussion re: solutions

B. Leader keeps group on task

1. Records ideas
2. Finds similarities/needs, concerns
3. Encourages participation from all participants

III. Selection of Topics

A. Clarification

1. Leader reviews list of interests, needs, concerns
2. Leader asks participants to indicate agreement on "definition" of each topic identified

B. Decision making

1. Leader asks participants to prioritize topics listed

a. Discussion can include suggestions regarding how these topics might be covered during workshops; this might help participants in prioritizing topics
b. Priorities can be established via: commonality of need, interest; urgent nature of specific problem, other

BEST COPY AVAILABLE

2. Leader asks participants to decide on first topic to be covered at next meeting

   a. Vote - majority rule
   b. Consensus among all
   c. Other

3. Decisions can be facilitated by leader -- (s)he can point out the way different topics may be linked together or sequenced so that participants can have many of topics addressed/needs met

IV. Assigning Responsibilities

A. For topic

1. Leader asks participants how topic selected might be addressed

   a. Leader solicits suggestions from participants
   b. Leader offers suggestions to participants

2. Leader can list all suggestions -- who, how, when, where

3. Decision making procedure described above can be utilized here

4. Leader summarizes/clarifies decision for participant (this can be also shared in follow up memo to participants)

B. For next meeting

1. Leader clarifies when, where next meeting will be held
2. Leader makes arrangements for room with supervisor

BEST COPY AVAILABLE

A CHECKLIST OF ACTIVITIES FOR STEPS IN THE NEEDS ASSESSMENT PROCESS

1. State Concerns.

   _____Identify concerns (problems that indicate a need for inservice training).
   _____Identify target population (individual or group).

2. Identify People and Roles.

   _____Determine who will manage the needs assessment.
   _____Determine needs assessment planning team.
   _____Identify those who will conduct the assessment.

3. Plan the Needs Assessment Data Collection.

   _____Determine needs assessment goals.
   _____Determine needs assessment data collection strategies.
   _____Determine and obtain resources required for needs assessment.
   _____Develop data collection plan and time-line.

4. Implement the Needs Assessment Data Collection.

   _____Develop instrumentation and recording procedures.
   _____Field test and validate instruments and procedures.
   _____Collect needs assessment data.
   _____Tabulate data collected and summarize results.
   _____Analyze results and report to planning team.

5. Disseminate Results and Set Priorities.

   _____Disseminate results of needs assessment to respondents and interested constituencies.
   _____Prioritize needs for training.
   _____Determine feasibility of meeting the needs and select prioritized needs for training.

6. Design the Inservice Program.

   _____Identify the target audience.
   _____Identify needs to be satisfied.
   _____Describe training or activity to be offered to satisfy the need.
   _____Identify who will be responsible for each activity.
   _____Identify resources needed to accomplish the task, including incentives to be offered to training participants.
   _____Identify how progress and accomplishments will be assessed.

7. Continue to Assess Needs.

   _____Determine strategies for continuous assessment during conduct of training program.
   _____Reassess needs when program has been completed.
   _____Evaluate progress and accomplishments.

BEST COPY AVAILABLE

PRIORITY RATING FORM

Training Need _____

Questions to consider for setting priorities for training needs: (Circle number of response.)

Rating of Need

Extent of Need

How extensive is this training need?	Not extensive 1 2 3 4 5 Very extensive

Impact of Need

How serious will be the effect on educators if this need is not met?	Not serious 1 2 3 4 5 Very serious

Future Needs

To what degree will this need significantly increase in the future?	No increase 1 2 3 4 5 Great increase

State of Satisfaction

How adequately has inservice training been developed to meet this need?	Very adequate 1 2 3 4 5 Not at all adequate

Effectiveness of Current Training	Very effective 1 2 3 4 5 Ineffective

Relevance of Need

Will satisfaction of this need have a high or low relationship to the achievement of the goal to provide an appropriate education to each handicapped child?	Low 1 2 3 4 5 High
What is Your Overall Rating of This Need for Inservice Education?	No need 1 2 3 4 5 Great need

Rating of Feasibility of Meeting Need

Staff Requirement	Low skill 1 2 3 4 5 High skill

Finance

How costly is it to develop a program to meet this need?	Inexpensive 1 2 3 4 5 Very expensive
How long will it take to meet this need?	Little time 1 2 3 4 5 Long time
What is Your Overall Rating of the Feasibility of Meeting This Need?	Not feasible 1 2 3 4 5 Very feasible

BEST COPY AVAILABLE

Appendix H

BUILDING LEVEL EFFECTIVENESS QUESTIONNAIRE

Instructions

This questionnaire is intended to determine the extent to which certain educational practices are used in our school. For each item below, circle the number of the response which most accurately describes the situation in your building.

I. CURRICULUM

never		sometimes		always	
					Learning objectives in our building:
1	2	3	4	5	1. Are prepared in written form.
1	2	3	4	5	2. Are designed to be consistent with district objectives.
1	2	3	4	5	3. Are supported by a written statement of priorities which are communicated to staff, students and community.
1	2	3	4	5	4. Are assigned to particular grades, courses, classes or other units.
					Resources and materials in our building:
1	2	3	4	5	5. Are readily available for use in teaching objectives.
1	2	3	4	5	6. Are consistent with district policy and guidelines.
1	2	3	4	5	7. Contain accurate subject matter.
1	2	3	4	5	8. Are appropriate for the age levels of students for whom they are intended.
1	2	3	4	5	9. Are identified and/or catalogued in such a way that they can be linked to specific objectives.

BEST COPY AVAILABLE

Northwest Regional Educational Laboratory

Instructional strategies in our building:

1	2	3	4	5	10. Are consistent with district policy and guidelines.
1	2	3	4	5	11. Are carefully matched to (aligned with) objectives.

II. SCHOOL ENVIRONMENT

Expectations for student learning in our building:

1	2	3	4	5	12. Are communicated so that priority goals and objectives are clearly understood by students.
1	2	3	4	5	13. Are specified to include mastery of all priority objectives at a grade or in a course.

Expectations for student social behavior in our building:

1	2	3	4	5	14. Are stated in a written code of conduct which deals wih discipline, tardiness, absenteeism.
1	2	3	4	5	15. Are communicated to all staff members.
1	2	3	4	5	16. Are communicated to students, especially at the beginning of the year.
1	2	3	4	5	17. Are applied consistently to all students throughout the school.
1	2	3	4	5	18. Include specific consequences or disciplinary action consistent with the code of conduct.

BEST COPY AVAILABLE -

Expectations for staff in our building:

1	2	3	4	5	19. Include performance standards developed from teacher effectiveness research.
1	2	3	4	5	20. Are specified so that staff communicate the belief that all teachers can teach all students.
1	2	3	4	5	21. Are specified so that staff communicate the belief that all students can master all priority objectives.

Disciplinary actions in our building:

1	2	3	4	5	22. Quickly and routinely follow inappropriate behavior.
1	2	3	4	5	23. Minimize out-of-school suspensions or expulsions in favor of in-house suspensions.
1	2	3	4	5	24. Include disciplinary procedures which focus on behavior rather than personality.

Use of time in our building is controlled so that:

1	2	3	4	5	25. The school calendar maximizes the time available for instruction.
1	2	3	4	5	26. New programs are evaluated relative to their impact on learning time.
1	2	3	4	5	27. School, classes and other activities start and end on time.

BEST COPY AVAILABLE

1	2	3	4	5	28. The school day is organized to minimize time spent on non-instructional activities.
1	2	3	4	5	29. Class periods are not interrupted for routine announcements or messages.
1	2	3	4	5	30. Students do not have unassigned periods during the academic day.
1	2	3	4	5	31. Student pullouts from academic classes are minimized.
					Incentives and recognition for student achievement and behavior in our building:
1	2	3	4	5	32. Are determined by objective and explicit criteria.
1	2	3	4	5	33. Include both immediate and delayed recognition.
1	2	3	4	5	34. Provide the opportunity for all students to earn recognition.
1	2	3	4	5	35. Are selected because of their desirability to students.
1	2	3	4	5	36. Include recognition that is public.
1	2	3	4	5	37. Are dispensed frequently and consistently.
1	2	3	4	5	38. Are appropriate for the age levels of the students for whom they are intended.
					Incentives and recognition for teaching excellence in our building:
1	2	3	4	5	39. Are determined by objective and explicit criteria.

BEST COPY AVAILABLE

1	2	3	4	5	40. Include both immediate and delayed recognition.
1	2	3	4	5	41. Afford all staff the opportunity to earn recognition.
1	2	3	4	5	42. Include recognition that is public.
1	2	3	4	5	43. Are linked to student achievement.
					Parent involvement procedures in our building:
1	2	3	4	5	44. Include standards and procedures which are communicated to all parents.
1	2	3	4	5	45. Provide staff assistance to parents in supporting student achievement through training sessions, handbooks and other aids.
					Student assessment instruments in our building are:
1	2	3	4	5	46. Carefully matched to (aligned with) the objectives taught.
1	2	3	4	5	47. Coordinated with district instruments to avoid duplication of effort.
					Student assessment procedures in our building:
1	2	3	4	5	48. Are designed to minimize disruption of learning time.
1	2	3	4	5	49. Follow approved testing practices aimed at ensuring reliability and validity of results.

BEST COPY AVAILABLE

Student assessment data in our building:

1	2	3	4	5	50. Are used to improve curriculum and instruction at the building level.
1	2	3	4	5	51. Are used to report progress to staff and the community on a regular basis.

Monitoring of staff performance in our building:

1	2	3	4	5	52. Is based on written procedures.
1	2	3	4	5	53. Results in professional growth objectives and the resources to reach them.
1	2	3	4	5	54. Uses criteria based on teacher effectiveness research.
1	2	3	4	5	55. Includes regular classroom observations.
1	2	3	4	5	56. Includes timely feedback to teachers.
1	2	3	4	5	57. Encourages staff to express problems and concerns related to school effectiveness.

BEST COPY AVAILABLE

Appendix I

EFFECTIVE PROFESSIONAL DEVELOPMENT

Northwest Regional Educational Laboratory

THINGS TO CONSIDER -- as I sit and wonder about it all.

Questionnaire Issue	For Me	For Our School	For Our District

Appendix J

PRELIMINARY BIBLIOGRAPHY

Berman, Paul and Milbrey Wallin McLaughlin. Federal Programs Supporting Educational Change, Vol. VIII. Implementing and Sustaining Innovations. Santa Monica, CA: The Rand Corporation, 1978.

Dillon-Peterson, Betty. (Ed.). Staff Development/Organizational Development. Alexandria, VA: Association for Supervision and Curriculum Development, 1981.

Edelfelt, Roy A. "Six Years of Progress in Inservice Education." Journal of Research and Development in Education, v14n2, Winter, 1981.

Faddis, B. "Incentives for School Personnel: A Review of Merit Pay and Related Issues." Portland, OR: Northwest Regional Educational Laboratory Center for Sex Equity, September 1983.

Griffin, G.A. (Ed.). Staff Development. Eighty-second Yearbook of the National Society for the Study of Education, Part II. Chicago, IL: University of Chicago. Chicago, Illinois, 1983.

Jensen, D. et al. "If You Are Listening to Teachers, Here is How You'll Organize Inservice." NAASP, V62n417, Winter 1978.

Joyce, Bruce R. et al. Issues to Face. In-Service Teacher Education Report I. Palo Alto, CA: Stanford Center for Research and Development in Teaching, 1976.

Knowles, M. The Modern Practices of Adult Education: Andragogy versus Pedagogy. Chicago, IL: Follett Publishing Co., 1980.

Lawrence, Gordon. "A Synthesis of Research on the Effectiveness of Staff Development Programs." Inservice Syracuse, NY: National Council of States on Inservice Education, August 1982, p.10.

Lieberman, Ann and Lynne Miller. Staff Development: New Demands, New Realities, New Perspectives. New York: Teachers College Press, 1979.

Little, Judith Warren. School Success and Staff Development: The Role of Staff Development in Urban Desegregated Schools. Final Report. Boulder, Colorado: Center for Action Research, 1981.

McLaughlin, Milbrey W. and Paul Berman. "The Art of Retooling Educational Staff Development in a Period of Retrenchment." The Rand Paper Series. Santa Monica, CA: The Rand Corporation.

Miskel, C. "Motivation in Educational Organizations." Educational Administration Quarterly, v18n3, Summer, 1982.

Newcombe, E. Rewarding Teachers: Issues and Incentives. Philadelphia, PA: Research for Better Schools, Inc., 1983.

Oja, Sharon Nodie. "Adult Development is Implicit in Staff Development." Journal of Staff Development, v1n2, 1980, pp. 9-51.

Silver, P. and C. Mayle. "The Impact of Intensive Inservice Programs on Educational Leaders and Their Organizations." Planning and Changing, v15n1, Spring 1984.

Smith, Robert M. Learning How to Learn: Applied Theory for Adults. Chicago, IL: Follett Publishing Company, 1982.

"The Trouble With Performance Appraisal." Personnel Training. April, 1981.

Wlodkowski, R. "Motivation: What Research Says to the Teacher." NEA Publication, 1977.

Wood, F. "Mining Good Staff Development Ideas in Business." The Journal of Staff Development, v5n1, May 1984.

BEST COPY AVAILABLE